

# STAAR End-of-Course (EOC) Assessments

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## Program Overview

Refer to the table in the [General Information](#) section that includes the assessments available for the EOC program.

## STAAR EOC

The STAAR EOC assessments measure students' academic performance in core high school courses (Algebra I, English I, English II, Biology, U.S. History). These assessments became part of the graduation requirements beginning with the freshman class of 2011–2012. Algebra II and English III will be available in spring 2019 for districts to administer as optional assessments.

Students are required to take the STAAR EOC assessments for courses in which they're enrolled as part of their graduation requirements.

Paper and online administrations are available for the STAAR EOC assessments.

## STAAR with Embedded Supports

Embedded supports (i.e., text-to-speech and content and language supports) are available on STAAR assessments for eligible students as individual embedded online accommodations. Paper administrations with embedded supports are also available for eligible students requiring a paper administration of STAAR. Paper administrations with embedded supports require approval of the Texas Education Agency and contain only some of the supports available in the online assessments with embedded supports.

## STAAR Refreshable Braille and American Sign Language Video

Online screen reader support for refreshable braille displays are available for eligible students as individual online accommodations.

## STAAR American Sign Language Video

American Sign Language videos are available online for eligible students as individual embedded online accommodations.

## Assessment Scores

The following gives a brief description of the scores provided for the STAAR EOC assessments. For more detailed technical information about assessment scores, refer to the [Technical Digest](#), available on TEA's Student Assessment Division website.

### Raw Score

The raw score is the number of items answered correctly on an assessment. By itself, the raw score has limited utility; it can be interpreted only in reference to the total number of items on a subject-area assessment, and raw scores should not be compared across administrations.

The raw score is reported by overall assessment and by reporting category.

### Scale Score

The scale score is used for all STAAR EOC assessments. Refer to the table in the [General Information](#) section that includes the assessments available for the EOC program.

The scale score is a statistic that allows a comparison of scores by adjusting for variations in the difficulty of the forms used in different administrations. Thus, the scale score can be used to determine whether a student achieved satisfactory performance or advanced performance, to compare one student to another taking the same assessment, and to compare cohorts of students taking the same assessment in different years. However, the scale score cannot be used to evaluate a student's progress across grades or courses.

## Performance Standards

The following gives a brief description of the performance levels used on the STAAR EOC assessments.

### Masters Grade Level

Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

*\* For Algebra II and English III, this level of performance also indicates students are well prepared for postsecondary success.*

## Meets Grade Level

Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

*\*\* For Algebra II and English III, this level of performance also indicates students are sufficiently prepared for postsecondary success.*

## Approaches Grade Level

Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.

## Did Not Meet Grade Level

Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.

## **Appropriate Score Uses**

STAAR EOC assessment results have several uses, both for individual students and for comparing the performance of groups. A more detailed explanation of appropriate score uses can be found in the [Technical Digest](#), available on TEA's Student Assessment Division website.

## Individual Students

The STAAR EOC scale score indicates whether a student has met a performance level and how far the student's achievement is above or below a performance level. All students not achieving Approaches performance level on a STAAR EOC assessment must be offered additional instruction.

Assessment results can be used to compare the performance of an individual student to the performance of a demographic group, a program group, or an entire campus or district in a particular course. For example, the scores for a Hispanic student in a gifted and talented program could be compared to the average scores of Hispanic students, to other gifted and talented students, or to all the students at the campus being assessed in the course.

## Groups of Students

Assessment scores can be used to compare the performance of different demographic or program groups. All STAAR EOC scores can be analyzed within the same course for any single administration to determine which demographic or program group had the highest average scale score, the lowest percentage achieving each performance level, the highest percentage achieving Masters Grade Level performance, etc.

Other scores can be used to help evaluate the academic performance of demographic or program groups in core academic areas. For example, aggregations of reporting-category data can help districts and campuses identify areas of potential academic weakness for a group of students. This same methodology can be applied to an entire campus or district.

In addition, all assessment scores can be compared to regional and statewide performance within the same course for any administration.

## Cautions for Score Use

Several cautions must be kept in mind when analyzing the STAAR EOC assessment results. More detailed technical information describing cautions for score use is provided in the [Technical Digest](#), available on TEA's Student Assessment Division website.

## Scale Scores

Scale scores allow for a comparison of assessment scores, within a course, across administrations. For example, if a student takes the STAAR Algebra I assessment in May and takes the assessment again in June, the scores from those administrations could be compared.

The scale score cannot be used to compare assessment scores across courses. For example, it is not appropriate to say that a 3800 on the STAAR Biology assessment represents the same level of achievement as a 3800 on the STAAR Algebra I assessment.

## Using Reporting-Category Information

Reporting-category information at the individual student level should be used with caution due to the limited number of items in each reporting category. When aggregated at the campus or district level, such information might be useful in helping campuses identify skill areas in which further diagnosis is warranted. As with all assessments given at a single point in time, the data generated from this snapshot should be used in conjunction with other evaluations of performance to provide an in-depth portrait of student achievement. Once an area of possible weakness has been identified, supplementary data should be gathered to further define what instructional intervention would be most effective.

Furthermore, because each STAAR EOC assessment is equated only at the total assessment level and there have been changes to the curriculum and the assessment, year-to-year comparisons of reporting-category performance should be made cautiously. The assessment is constructed to make the difficulty of a given reporting category similar for each administration of a STAAR EOC assessment. However, some fluctuations in the difficulty of the reporting categories do occur at every administration. Observing trends in reporting-category performance over time, identifying patterns of performance in clusters of reporting categories assessing similar skills, and comparing campus or district reporting-category performance to that of the region or state are appropriate uses of group reporting-category information.

## **Raw Score Distribution for Essay Questions**

Because the essay questions from different administrations could be different items, the raw score distributions for such items across administrations are not directly comparable.

## **Program Evaluation**

Standardized assessments are a valuable tool for evaluating programs. However, any assessment can furnish only one part of the picture. The STAAR EOC assessments are not able to identify, let alone measure, every factor that contributes to the success or failure of a program. Assessment results can be most helpful if considered as one component of an evaluation system.

## **The Passing Standard and Items Correct**

The passing standards for STAAR EOC are related to two factors: (1) the difficulty of the items on the assessments and (2) the number of items students have to answer correctly to pass. The standard is set on the original form of each course assessment. When different items are used in another administration, the difficulty of the items, and thus the overall difficulty of the assessment, might fluctuate. To compensate for slight changes in difficulty, the number of items needed to pass the assessment is adjusted.

## **Report Formats**

Standard and additional reports are available for the STAAR EOC assessments. Standard reports are provided automatically to districts. Additional services for standard reports are also available for a fee to districts. A district must submit a request through the STAAR Assessment Management System to receive additional copies of the STAAR report card or Confidential Student Label.

Reports that include “confidential” in the title contain student-level results. All other reports present assessment results in an aggregated format. More information about the confidentiality of students’ assessment results is contained in the [General Information](#) section.

Note that the sample reports included in this guide are for illustration only. They are provided to show the basic layout of the reports and the information they provide. Some information might not correspond to real values.

## Resources

Refer to the [General Information](#) section of this guide and [TEA's Student Assessment Division website](#) for additional STAAR EOC information and resources.

# Standard Reports

Information contained in the standard reports is sufficient to satisfy mandatory reporting requirements (refer to the [General Information](#) section). The following section of the guide describes the STAAR EOC standard reports that districts receive:

STAAR Report Card	3.8
Confidential Student Label	3.14
Confidential Campus Roster	3.17
Summary Report	3.22
Constructed Responses Summary Report	3.26
Confidential Images of Essays	3.29
Confidential Student Item Analysis Report	3.32
Item Analysis Summary Report	3.35
Electronic Individual Student Record File (Confidential)	3.37

## STAAR Report Card

Examples shown: [STAAR Grade 11](#)

A separate **STAAR Report Card** is provided for each student for whom a STAAR EOC answer document or online record was submitted. Information from this report is useful when reporting assessment results to students and parents. Results for students taking one or more STAAR subjects will be combined on the same STAAR Report Card.

### **A. Performance At a Glance**

This shows the student's performance levels for all the EOC assessments. If the student has taken one test more than once, his or her best performance level for that test will be shown in this section.

### **B. Student Portal Information**

This provides the web address and access code for parents and students to access information from the STAAR Report Card online.

### **C. Student and School Identification Information**

The top of the STAAR Report Card contains identification information, for both the student (name, identification number, etc.) and the school (district, class group, etc.). For confidentiality, the student identification number (PEIMS) is indicated by five asterisks followed by the last four digits of the ID number. The grade and the report date are also indicated.

### **D. Percentile**

This shows the percentage of students who scored below the student's score when comparing the student's performance to all Texas students who took the same test last year. For more information about last year's scoring distribution, visit TEA's website at <http://tea.texas.gov/student.assessment/staar/frequency-distributions/>.

### **E. Student's Scale Score**

This is the student's scale score, which is an indicator of his or her performance on the test. The STAAR scale score allows you to compare the student's score with the score ranges of the Did Not Meet, Approaches Grade Level, Meets Grade Level, and Masters Grade Level performance. The scale score indicates how far above or below these performance standards that the student has achieved.

### **F. Scale Score Bar**

This bar shows how well students could perform on the test. The placement of the student's scale score shows where he or she actually performed on the test. The scores needed to achieve Approaches Grade Level, Meets Grade Level, and Masters Grade Level performance are also marked on the scale score bar.

### **G. Reporting Categories**

The content and skills tested on each STAAR assessment are grouped together. Each group is called a reporting category. The categories for each subject are listed in this column.



**H. Weighted Score**

This shows the points the student earned on the written composition out of the total points possible in the English tests. The process of weighting assessment scores emphasizes the contribution of the written composition when computing the final score. The raw score for English I and English II is calculated by adding the number of multiple choice items answered correctly to the weighted composition score. [Number of multiple choice items answered correctly + (written composition score x 2)].

If a student had 44 of the 52 multiple choice items correct and received a score of 6 on the written composition, the student's total raw score would be 56 out of possible 68 possible raw score points  $[44 + (6 \times 2)]$ .

**I. Answered Correctly**

This shows the number of questions the student answered correctly out of the total number of questions tested in each reporting category.

**J. STAAR Progress Measure**

The STAAR Progress Measure is reported for students taking the Algebra I assessment for the first time if their previous-year mathematics assessment was STAAR. The STAAR Progress Measure is reported for students taking the English II assessment for the first time if they took the English I assessment for the first time in the previous accountability year. It is based on a comparison of a student's score last year with his or her score this year. This measure gives you information about how much the student improved in the subject from one year to the next. Individual student progress is then categorized as Limited, Expected, or Accelerated.

**K. Test Information**

This shows whether the student took the STAAR assessment with embedded supports on paper.

**L. Lexile Measure**

The Lexile measure indicates the difficulty of the materials that the student should be able to read successfully. The Lexile measure history is reported for students who took grades 3–8 reading tests in English and grades 3–5 reading tests in Spanish. The Lexile measure for STAAR students is reported in the range of Beginning Reader (BR or 0L) to a positive value in each grade (e.g., 1100L at grade 3, 1200L at grade 4, and so on).

**M. Quantile Measure**

The Quantile measure indicates the progress made in learning mathematics content and what new mathematics content they may be ready to learn next. The Quantile measure for STAAR students is reported in the range of Emerging Mathematician (EM or 0L) to a positive value in each grade (e.g., 400Q at grade 3, 500Q at grade 4 and so on).

**N. Resources**

These are strategies for college and career planning.

# FIRSTNAME I. LASTNAME

**A**

## JONATHAN'S PERFORMANCE AT A GLANCE



**English I**



**Did Not Meet**

Grade Level

Test Date: Spring 2019



**Algebra I**



**Approaches**

Grade Level

Test Date: Spring 2019



**Biology**



**Approaches**

Grade Level

Test Date: Spring 2019



**English II**



**Did Not Meet**

Grade Level

Test Date: Spring 2019



**U.S. History**



**Meets**

Grade Level

Test Date: Spring 2019

Go to [www.texasassessment.com](http://www.texasassessment.com)  
and log in to learn more.

FIRSTNAME'S  
UNIQUE ACCESS  
CODE

**B**

**28Q735**

## From the Commissioner

Tests are a part of life. Our kids will take tests to get a driver's license, to get into college, and even to get certain jobs. As a parent of four myself, I know that no one test can tell me everything about my children. But the STAAR tests have been designed to provide useful information about how much our children have learned academically and how well prepared they are for what comes next.

Students who meet or master grade level by high school graduation have **more than a 60% chance** of passing their college classes, substantially increasing their lifetime earnings and prospects for success. This report is intended to give you information on how well your child learned this year's academic material in school and how you can help them learn even more.



Mike Morath, Commissioner of Education

### Maximize Time During Parent Teacher Conferences

#### Sample Questions to Ask the Teacher:

- What does my child seem to be the most interested in at school?
- Does my child have good friends in class and at school?
- What is the most important thing that I can be doing to prepare my child for college or a career?
- Is my child giving his/her best effort?
- What could my child be doing that he or she is not already doing?
- How is my child's work completion in your class?

### What the Results Mean

This report shows how well your child did on the assessment. There are four levels of performance.



**MASTERS  
GRADE LEVEL**

Mastery of the course knowledge and skills is shown — student is on track for college and career readiness.



**MEETS  
GRADE LEVEL**

Strong knowledge of course content — student is prepared to progress to the next grade.



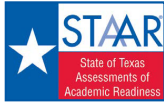
**APPROACHES  
GRADE LEVEL**

Some knowledge of course content but may be missing critical elements — student needs additional support in the coming year.



**DID NOT MEET  
GRADE LEVEL**

No basic understanding of course expectations is shown — student may need significant support in the coming year.



# End-of-Course (EOC) Assessments

FIRSTNAME I. LASTNAME

GRADE 11

C

Student ID: \*\*\*\*\*99999

Local Student ID: 99999

District: 99999

## English I

Test Date: Spring 2019



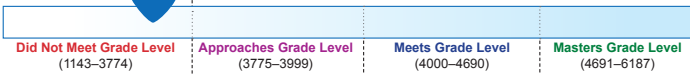
### DID NOT MEET GRADE LEVEL

Your child scored the same or better than 26% of all students who took this test.

D

SCORE 3576

E



Passing

## Knowledge and Skills Categories for English I

G

F

### Written Composition

### Multiple-Choice



Composition

14 of 16 Total Points



Understanding/Analysis Across Genres

0 Correct of 8 Total



Understanding/Analysis of Literary Texts

2 Correct of 13 Total



Understanding/Analysis of Informational Texts

0 Correct of 13 Total



Revising

9 Correct of 9 Total



Editing

9 Correct of 9 Total

H

I

## Algebra I

Test Date: Spring 2019



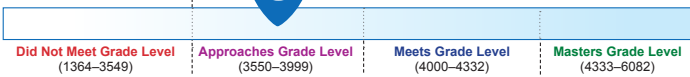
### APPROACHES GRADE LEVEL

Your child scored the same or better than 60% of all students who took this test.

Expected Progress

J

SCORE 3700



Passing

## Knowledge and Skills Categories for Algebra I



Numbers and Algebraic Methods

3 Correct of 11 Total



Describing and Graphing Linear Functions, Equations and Inequalities

5 Correct of 12 Total



Writing and Solving Linear Functions, Equations and Inequalities

7 Correct of 14 Total



Quadratic Functions and Equations

3 Correct of 10 Total



Exponential Functions and Equations

3 Correct of 10 Total

## Biology

Test Date: Spring 2019



### APPROACHES GRADE LEVEL

Your child scored the same or better than 60% of all students who took this test.

Nonstandard Accommodation

## Knowledge and Skills Categories for Biology



Cell Structure and Function

7 Correct of 10 Total



Mechanisms of Genetics

8 Correct of 10 Total



Biological Evolution and Classifications

8 Correct of 10 Total



Biological Processes and Systems

8 Correct of 10 Total



Interdependence within Environmental Systems

8 Correct of 10 Total

SCORE 3870



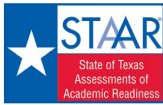
Passing

28Q735

Want to see the questions FIRSTNAME answered incorrectly? Use this code to log in.



[TexasAssessment.com](https://www.texasassessment.com)



# End-of-Course (EOC) Assessments

FIRSTNAME I. LASTNAME

GRADE 11

Campus: 99999

Class Group: 99999

Report Date: SPRING 2019

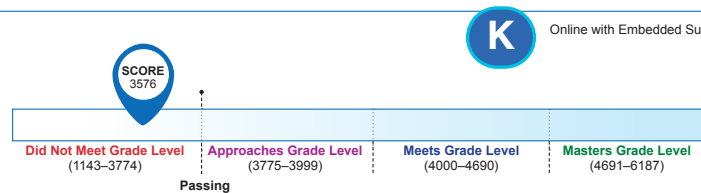
## English II

Test Date: Spring 2019



### DID NOT MEET GRADE LEVEL

Your child scored the same or better than 28% of all students who took this test.



### Knowledge and Skills Categories for English II

Written Composition	Multiple-Choice				
Composition	Understanding/ Analysis Across Genres	Understanding/ Analysis of Literary Texts	Understanding/ Analysis of Informational Texts	Revising	Editing
14 of 16 Total Points	0 Correct of 8 Total	2 Correct of 13 Total	0 Correct of 13 Total	9 Correct of 9 Total	9 Correct of 9 Total

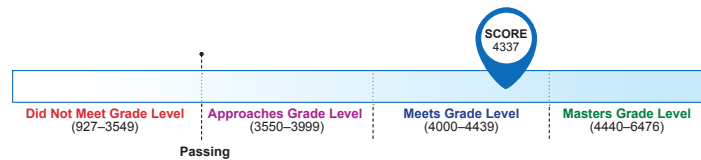
## U.S. History

Test Date: Spring 2019



### MEETS GRADE LEVEL

Your child scored the same or better than 65% of all students who took this test.



Nonstandard Accommodation

### Knowledge and Skills Categories for U.S. History

History	Geography and Culture	Government and Citizenship	Economics, Science, Technology and Society
24 Correct of 30 Total	8 Correct of 12 Total	2 Correct of 13 Total	0 Correct of 13 Total

### Here are some books recommended for FIRSTNAME.



Current Lexile Measure:  
**1065L**

Current Quantile Measure:  
**990Q**

**L**

**M**

Learn more about Lexile and Quantile measures and how they can be used to help your child succeed at [TexasAssessment.com](https://www.texasassessment.com).

**28Q735**

Find more books on FIRSTNAME'S reading level using the Find a Book tool.

[TexasAssessment.com](https://www.texasassessment.com)

# RESOURCES TAILORED FOR FIRSTNAME



## Plan for College

### Strategies for College Success



#### Learn about Colleges and Degree Programs

- Attend a college and career fair to learn about colleges, degree programs, and admissions requirements.
- Attend a “virtual tour” of colleges that interest you, or visit a local college with your parents.



#### Prepare for College in High School

- Explore advanced coursework, such as Advanced Placement and International Baccalaureate classes and dual credit options offered by a local community college.
- Prepare for college readiness assessments, such as the SAT, ACT, or the Texas Success Initiative assessment (TSIA).



#### Build a College Resume

- Get involved in extracurricular activities and community service opportunities (colleges look for students who are active leaders in their schools).
- Participate in a summer enrichment program (check out local universities and your local school district for opportunities).

## Prepare for a Career

### Career Planning Activities



#### Explore Career Options

- Research careers and occupations based on your interests and lifestyle expectations, or ask about local internship opportunities.
- Enroll in Career and Technical Education (CTE) course offerings connected to your career interests.



#### Plan a Course of Study

- Review your endorsement decision to ensure that it aligns with your career interests.
- Enroll in a focused sequence of CTE courses that can lead to industry-based certifications and work-based learning opportunities.



#### Explore Career-based Opportunities

- Join a Career and Technical Student Organization where you can apply your career preparation skills through real-world activities.
- Consider participating in summer career skill-building programs hosted by businesses or other organizations.

## College and Career Planning

### Suggested Questions to Ask Your High School Counselor

1. I need to learn more about college and career options. When is the college and career fair?
2. What Career and Technical Education (CTE) opportunities are offered at my school that lead to an industry-based certification or work-based learning opportunity?
3. What other college credit and career preparatory classes can I take in 10th, 11th, and 12th grade? How should I prepare for dual credit or Advanced Placement courses?
4. How do I sign up to take a college readiness assessment, such as the SAT, ACT, or the TSIA? How should I prepare for it? Is there financial support available?
5. Where can I find information about local summer enrichment programs and career-building skill programs?
6. How do I apply for scholarships? What is FAFSA? How do I apply for FAFSA?

## Confidential Student Label

Example shown: [STAAR EOC Grade 9](#)

An adhesive **Confidential Student Label** is provided for each student for whom a STAAR EOC answer document or online record was submitted. Cumulative history results are shown for each EOC course, and these labels should be placed on the student's permanent record. Districts also have the option of not receiving labels.

**Available:**

STAAR EOC results are combined on one label per student.

### A. Student Identification Information

Identification information shown at the top of the label includes the student name, student identification number (as used for PEIMS), birth date, district number and name, campus number and name, and grade.

### B. Test Date

The date when the student passed or the student's most recent performance status is given for each course.

### C. Scale Score

The scale score corresponding to the student's raw score is shown. Refer to [Assessment Scores](#) in the Program Overview for additional information about the STAAR EOC scale scores. The raw score conversion tables for all STAAR administrations can be found on [TEA's Performance Reporting Department website](#).

### D. Test Results

In place of a scale score, a variety of report comments might appear for each course, indicating the student's performance status or scoring information.

Possible messages are listed below. Changes in policy might result in different messages.

- **ABSENT**  
The student was absent during the assessment.
- **NOT SCORED**  
The student's answer document was coded "O" for other reasons such as illness or administration irregularities.
- **SUBSTITUTE ASSESSMENT**  
If the student has valid substitute assessment indicated and has not passed the STAAR EOC subject.

### E. Performance Level

The label indicates for each course whether the student achieved the Did Not Meet, Approaches Grade Level, Meets Grade Level, or Masters Grade Level performance. Refer to [Performance Standards](#) in the Program Overview for additional information about these standards.

## **F. Info**

Information about the assessment is provided whenever the student is assessed with something other than the general STAAR assessment. The information is indicated by a single character, and the description of any single character used will also be listed on the label.

Possible messages are listed below. Changes in policy might result in different messages.

- e Online with Embedded Supports**

An online assessment with embedded supports was indicated for this subject.

- o Online with No Embedded Supports**

An online assessment with no embedded supports was indicated for this subject.

- pe Paper with Embedded Supports**

A paper assessment with embedded supports was indicated for this subject.

**CONFIDENTIAL**



DOB: 09/09/99  
GRADE: 9





## Confidential Campus Roster

Example shown: [STAAR English II](#)

The **Confidential Campus Roster** is available for each course assessed at each campus and lists every student for whom a STAAR EOC answer document or online record was submitted. This report provides detailed student-level results for each course assessment.

The **Confidential Campus Roster (Students Not Achieving Approaches Grade Level)** is available for each course assessed at each campus and lists every student for whom a STAAR EOC answer document or online record was submitted, but did not pass the course assessment.

The **Confidential Campus Roster (All Out-of-School Examinees)** is available for each course assessed at each campus for which there were out-of-school examinees and lists each out-of-school examinee for whom a STAAR EOC answer document or online record was submitted.

**Students NOT included in the reporting-category summary results of the reports:**

- STAAR with Embedded Supports paper administrations
- Braille
- American Sign Language video

### A. **Campus Identification Information**

The top of the report contains identification information for the campus. The course, report date, and date of testing are also indicated. The date of testing will be the season and year the assessment occurred. The logo in the upper left-hand corner indicates the program reported.

### B. **Student Information**

Students are identified by name and student identification number (as used for PEIMS).

### C. **Grade**

The student's enrolled grade at the time of the assessment is indicated.

### D. **Scale Score**

The scale score corresponding to the student's raw score is shown. Refer to [Assessment Scores](#) in the Program Overview for additional information about the scale scores. The raw score conversion tables for all STAAR EOC administrations can be found on [TEA's Performance Reporting Department website](#).

## **E. Performance Levels**

### **■ Approaches**

- If the student met Approaches, “YES” is shown.
- If the student did not meet Approaches, “NO” is shown.
- If a score code other than “S” is present, “---” is shown.

### **■ Meets**

- If the student achieves Meets, “YES” is shown.
- If the student did not achieve Meets, “NO” is shown.
- If a score code other than “S” is present, “---” is shown.

### **■ Masters**

- If the student achieves Masters, “YES” is shown.
- If the student did not achieve Masters, “NO” is shown.
- If a score code other than “S” is present, “---” is shown.

## **F. STAAR Progress Measures**

The STAAR Progress Measure is reported for students taking the Algebra I assessment for the first time if their previous-year mathematics assessment was STAAR. The STAAR Progress Measure is reported for students taking the English II assessment for the first time if they took the English I assessment for the first time in the previous accountability year. It is based on a comparison of a student's score last year with his or her score this year. This measure gives you information about how much the student improved in the subject from one year to the next. Individual student progress is then categorized as Limited, Expected, or Accelerated.

Additional information about the STAAR Progress Measures can be found in the STAAR Resources section on [TEA's website](#).

## **G. Results for Each Reporting Category**

### **Algebra I, Algebra II, Biology, and U.S. History**

Reporting category titles appear in the column headings. The number of items assessed in each reporting category is indicated below the reporting category titles.

### **English I, English II, and English III**

Reporting category titles appear in the column headings.

Under the reporting category the multiple-choice items for the reporting category are indicated. The number of points possible for the multiple-choice items is shown. The number of points scored out of the total possible points possible for each multiple-choice item is shown in the column headed “Number of Points Scored.”

### **Messages**

In place of reporting-category-level data, a variety of report messages might appear, indicating the student’s performance status or scoring information.

Possible messages are listed below. Changes in policy might result in different messages.

- **NOT SCORED**  
The student’s answer document was coded “O” for reasons such as illness during the assessment and administration irregularities.
- **NOT TESTED—ABSENT**  
The student was absent during the assessment.
- **NOT SCORED—PREVIOUSLY ACHIEVED APPROACHES GRADE LEVEL**  
The student previously achieved the Approaches Grade Level performance.
- **NOT SCORED—DISTRICT INDICATED SUBSTITUTE ASSESSMENT**  
If the student has valid substitute assessment indicated and has not passed the STAAR EOC subject.

## **H. Info**

Information about the assessment is provided whenever the student was administered an online assessment with embedded supports, an online assessment with no embedded supports, or a paper assessment with embedded supports. The information is indicated by a single character or symbol, and the description of the character or symbol is shown in the legend.

## **I. Total Students Listed and Total Students Tested**

Total Students Listed indicates the number of students included on the report. Total Students Tested indicates the total number of students that took this assessment.

## **J. Average Scale Score**

On the final page of the report, this number represents the average scale score of the total number of students tested on the report.

## **K. Performance Results**

- **Number**  
On the final page of the report, this number represents the total number of “YES” results for the entire report.
- **Percent**  
On the final page of the report, this number represents the percentage of “YES” results for all students tested on the report.

**L. Average Reporting Category Results**

These columns summarize reporting-category level data for all scored assessments. For each reporting category, the average number (#) and the percentage (%) of items students answered correctly are calculated. The average number of items correct is the total number of items correct divided by the total number of students assessed. The average percentage of items correct is the average total number of items correct divided by the total number of items assessed.

**M. Process Number**

The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor. Refer to this number if questions arise about the report.



## Summary Report

Examples shown: [STAAR Algebra I \(Retested Students\)](#), [STAAR English I \(All Students\)](#)

The **Summary Report** is available for each course assessed at each campus and district and contains aggregate information about every student for whom a STAAR EOC answer document or online record was submitted.

### **Standard Summary Reports:**

- All Students
- First-Time Tested Students
- Retested Students

### **Students NOT included in the reporting-category level and written composition results of the reports:**

- STAAR with Embedded Supports paper administrations
- Braille
- American Sign Language video

### **A. Campus or District Identification Information**

The top of the report contains identification information for the campus or district. The course, report date, and date of testing are also indicated. The date of testing will be the season and year of administration. The logo in the upper left corner of the summary report indicates the program reported.

### **B. Administration Summary**

This section of the report lists the number and percentage of students who were assessed, the number and percentage of students who were not assessed (broken down by students who were absent and other), and total number of documents submitted.

### **C. Legend**

To maintain student confidentiality, no data are reported if fewer than five students were assessed. The legend indicates this by showing “---.”

### **D. Demographic Groups and Program Information**

Demographic and program categories are listed on the left side of this section. Results for students for whom no demographic or program information was available are included in the “No Information Provided” categories.

### **E. Number of Students Tested**

The number of students assessed is provided for each demographic group.

### **F. Average Scale Score**

The average scale score is displayed for each demographic group. Refer to [Assessment Scores](#) in the Program Overview for additional information about the STAAR EOC scale scores.

### **G. Approaches, Meets, and Masters Grade Level**

The number and percentage of students who achieved the Approaches, Meets, and Masters Grade Level performance are displayed for each program and demographic group.

Masters Grade Level indicates that students demonstrate mastery of the course knowledge and skills. They are on-track for college and career readiness. Meets Grade Level indicates that students demonstrate strong knowledge of course content. They are prepared to progress to the next grade. Approaches Grade Level indicates that students demonstrate some knowledge of course content, but may be missing critical elements. They need additional support in the coming year. Refer to [Performance Standards](#) in the Program Overview for additional information about these standards.

### **H. Did Not Meet Grade Level**

The number and percentage of students who performed in the Did Not Meet performance level. Did Not Meet Grade Level indicates that students demonstrate no basic understanding of course expectations. They may need significant support in the coming year. Refer to [Performance Standards](#) in the Program Overview for additional information about this standard.

### **I. Results for Each Reporting Category**

These columns summarize reporting-category-level data for all scored assessments. For each reporting category, the average number (#) and the percentage (%) of items students answered correctly are calculated. The average number of items correct is the total number of items correct divided by the total number of students assessed. The average percentage of items correct is the average total number of items correct divided by the total number of items assessed.

### **J. Written Composition Summary**

The English assessments include an essay with scores ranging from 0 to 8. The number of possible points for the essay item is 16. The average number of points in the first column should be interpreted as the average number of points scored for all scored assessments for each demographic group. The percentage scored in the second column should be interpreted as the average points scored converted to a percentage for each demographic group. Detailed rubric and score point information can be found in the scoring guides on [TEA's Student Assessment Division website](#).

### **K. Process Number**

The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor. Refer to this number if questions arise about the report.



## STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report I

District: 999-999 DISTRICT NAME  
Campus: 999 CAMPUS NAME

Report Date: SPRING 2019  
Date of Testing: SPRING 2019

A

## Retested Students

Administration Summary			Number of Students Tested	Average Scale Score	H	Approaches		Meets		Masters		Results for Each Reporting Category*																				
Number		#				%	#	%	#	%	#	%	1				2				3				4				5			
Students Tested	Percent												Number and Algebraic Methods		Describing and Graphing Linear Equations, Functions, and Inequalities		Writing and Solving Linear Equations, Functions, and Inequalities		Quadratic Functions and Equations		Exponential Functions and Equations											
Legend			Number of Items Tested																													
--- = No Data Reported For Fewer Than Five Students			11		12		14		11		6																					
Students Tested			83	2742	83	100	0	0	0	0	0	0	1.8	16	15	2.3	17	1.2	11	1.0	17											
Students Not Tested			43	2751	43	100	0	0	0	0	0	0	2.0	18	18	15	2.3	17	1.0	9	1.1	19										
Absent			40	2732	40	100	0	0	0	0	0	0	1.5	14	17	15	2.8	20	1.4	13	0.8	14										
Other			10																													
Total Documents Submitted			93	100	0	---	---	---	---	---	---	---																				
Hispanic/Latino			24	2731	24	100	0	0	0	0	0	0	1.4	13	12	10	2.8	20	1.7	15	0.9	15										
American Indian or Alaska Native			6	3102	6	100	0	0	0	0	0	0	6.3	58	27	22	0.7	5	0.7	6	0.9	11										
Asian			9	3034	9	100	0	0	0	0	0	0	2.2	20	23	19	2.4	17	1.3	12	2.0	33										
Black or African American			10	2830	10	100	0	0	0	0	0	0	1.6	15	27	23	1.9	14	1.3	12	1.8	30										
Native Hawaiian or Other Pacific Islander			6	3173	6	100	0	0	0	0	0	0	3.8	35	18	15	4.5	32	1.7	15	1.5	25										
White			8	2786	8	100	0	0	0	0	0	0	0.1	1	23	19	2.5	18	1.4	13	0.5	8										
Two or More Races			14	2205	14	100	0	0	0	0	0	0	0.8	7	0.8	6	2.0	14	0.5	5	0.5	9										
No Information Provided			6	2604	6	100	0	0	0	0	0	0	0.3	5	2.3	19	3.8	27	0.3	3	0.2	3										
Economically Disadvantaged			51	2770	51	100	0	0	0	0	0	0	1.9	17	1.6	13	2.4	17	1.3	12	1.3	21										
No Information Provided			8	2865	8	100	0	0	0	0	0	0	1.0	9	3.1	26	2.6	19	0.8	7	0.5	8										
Title I, Part A			24	2641	24	100	0	0	0	0	0	0	1.7	15	1.7	14	3.0	21	1.1	10	0.6	9										
Participants			32	2749	32	100	0	0	0	0	0	0	2.5	23	1.7	14	1.9	14	0.9	8	0.8	14										
Nonparticipants			22	2867	22	100	0	0	0	0	0	0	1.5	14	1.8	15	3.1	22	1.5	14	1.2	20										
No Information Provided			29	2639	29	100	0	0	0	0	0	0	1.1	10	1.9	16	2.9	20	1.3	12	1.0	17										
Migrant			18	2966	18	100	0	0	0	0	0	0	3.7	33	1.9	16	2.5	18	0.9	9	0.8	13										
No Information Provided			29	2778	29	100	0	0	0	0	0	0	1.6	14	1.5	13	2.9	20	1.6	14	0.8	14										
Current LEP			36	2801	36	100	0	0	0	0	0	0	1.0	9	1.9	16	2.3	17	1.0	9	1.3	21										
Non-LEP (Monitored 1st Year)			22	2890	22	100	0	0	0	0	0	0	3.3	30	2.4	20	2.3	16	0.9	8	0.8	13										
Non-LEP (Monitored 2nd Year)			6	3057	6	100	0	0	0	0	0	0	3.0	27	1.0	8	4.5	32	1.0	9	0.8	14										
Non-LEP (Monitored 3rd Year)			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Non-LEP (Monitored 4th Year)			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Other Non-LEP			24	2747	24	100	0	0	0	0	0	0	1.2	11	1.6	14	2.6	19	1.7	15	0.7	12										
No Information Provided			24	2638	24	100	0	0	0	0	0	0	1.2	11	2.1	17	2.9	21	1.4	13	1.0	16										
Bilingual			23	2922	23	100	0	0	0	0	0	0	3.2	29	2.3	19	2.9	20	1.0	9	0.8	14										
Nonparticipants			25	2801	25	100	0	0	0	0	0	0	1.6	14	1.5	13	2.9	21	1.6	15	0.8	13										
No Information Provided			35	2581	35	100	0	0	0	0	0	0	1.0	9	1.6	13	2.9	21	1.5	11	1.0	13										
ESL			27	2566	27	100	0	0	0	0	0	0	0.9	8	1.3	10	2.1	15	1.4	12	1.0	16										
Nonparticipants			19	2916	19	100	0	0	0	0	0	0	3.1	28	1.7	14	2.8	20	0.8	7	0.6	10										
No Information Provided			37	2781	37	100	0	0	0	0	0	0	1.7	16	2.2	18	2.7	19	1.3	12	1.3	21										
Special Education			Yes	23	2909	23	100	0	0	0	0	0	3.2	29	2.3	19	2.8	20	0.9	8	0.7	12										
No Information Provided			23	2773	23	100	0	0	0	0	0	0	1.7	15	1.7	14	2.7	19	1.3	12	0.8	14										
Gifted/Talented			Participants	38	2626	38	100	0	0	0	0	0	1.0	9	1.5	13	2.3	17	1.3	12	1.3	21										
Nonparticipants			19	2977	19	100	0	0	0	0	0	0	3.5	32	2.5	21	2.4	17	0.9	8	0.7	12										
No Information Provided			23	2773	23	100	0	0	0	0	0	0	1.7	15	1.7	14	2.7	19	1.3	12	0.8	14										
At-Risk			Yes	18	2966	18	100	0	0	0	0	0	1.0	9	1.5	13	2.6	18	1.3	12	1.2	20										
No Information Provided			23	2773	23	100	0	0	0	0	0	0	3.7	33	1.9	16	2.5	18	0.9	9	0.8	13										
Career/Technical Education			No	23	2773	23	100	0	0	0	0	0	1.7	15	1.7	14	2.7	19	1.3	12	0.8	14										
Nonparticipants			42	2628	42	100	0	0	0	0	0	0	1.0	9	1.8	15	2.5	18	1.3	12	1.2	20										
No Information Provided			30	2796	30	100	0	0	0	0	0	0	2.4	22	1.7	14	2.5	18	1.2	11	1.2	19										
Nonparticipants			7	2855	7	100	0	0	0	0	0	0	0.9	8	3.3	27	19	0.7	6	0.4	7											
No Information Provided			46	2689	46	100	0	0	0	0	0	0	1.5	13	1.6	13	2.6	18	1.3	12	1.0	16										

\* Results for students who took the test with the Braille, American Sign Language videos accommodation, or the paper STAAR with embedded supports are not included in the reporting category results.

090919-99999999-99999999





# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### ENGLISH I

All Students

District: 999-999 DISTRICT NAME  
Campus: 999 CAMPUS NAME

Report Date: SPRING 2019  
Date of Testing: SPRING 2019

Administration Summary				Number of Students Tested		Average Scale Score		Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category*																	
		Number	Percent			#	%	#	%	#	%	#	%	#	%	1			2			3			4			5			6		
Students Tested		181	89			181	3410	122	67	59	33	47	26	15	12	5.1	64	6.5	50	4.4	34	8.8	55	1.9	22	0.9	11	2.2	24	1.3	15	0.6	6
Students Not Tested						90	3593	59	66	31	34	26	29	21	17	4.7	59	6.3	49	4.1	32	9.9	62	2.2	24	1.3	15	0.6	6	0.6	6	0.6	6
Absent		3	1			91	3229	63	69	28	31	21	23	6	7	5.5	69	6.6	51	4.7	36	7.7	48	1.7	19	0.6	6	1.7	19	0.6	6	0.6	6
Other		20	10			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Total Documents Submitted		204	100			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Legend				Number of Points Possible		8		13		13		16		9		9		9		9		9		9		9		9		9		9	
--- = No Data Reported For Fewer Than Five Students				Number of Points Scored		8		13		13		16		9		9		9		9		9		9		9		9		9		9	
																										</							

# Constructed Responses Summary Report

Examples shown: [STAAR English I](#)

The **Constructed Responses Summary Report** is provided for each district and campus and shows the number and percentage of students receiving each rating for the written composition.

**Available:**

STAAR EOC

**Standard Summary Reports:**

- All Students
- First-time Tested Students
- Retested Students

**Students NOT included in the reports:**

- STAAR with Embedded Supports paper administrations
- Braille
- American Sign Language video

## A. **Campus or District Identification Information**

The top of the report contains identification information for the campus or district. The course, report date, and the date of testing are also indicated.

## B. **Written Composition Rating Summary**

A breakdown of the number and percentage of students who achieved each rating on the written composition is shown. Detailed rubric and score point information can be found in the scoring guides on [TEA's Student Assessment Division website](#).

Composition ratings are shown below.

0 = **Nonscorable** (summed score: 0 out of a possible 8)

2 = **Very Limited** (summed score: 2 out of a possible 8)

3 = **Between Very Limited and Basic** (summed score: 3 out of a possible 8)

4 = **Basic** (summed score: 4 out of a possible 8)

5 = **Between Basic and Satisfactory** (summed score: 5 out of a possible 8)

6 = **Satisfactory** (summed score: 6 out of a possible 8)

7 = **Between Satisfactory and Accomplished** (summed score: 7 out of a possible 8)

8 = **Accomplished** (summed score: 8 out of a possible 8)

**C. Number of Papers**

The number of students receiving each rating is shown in the column with the heading “#.” The total number is shown at the bottom of this column.

The percentage of the total number of students receiving each composition rating (1–8) is shown in the column with the heading “%.” The total percentage is shown at the bottom of this column. The percentage of the students on the “Total” row will always be 100.

**D. Graph**

The graph shows a visual representation of the percentage of students receiving each composition rating.

**E. Process Number**

The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor. Refer to this number if questions arise about the report.



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS Constructed Responses Summary Report

District: 999-999 DISTRICT NAME  
Campus: 999 CAMPUS NAME

Report Date: SPRING 2019  
Date of Testing: SPRING 2019

**A**

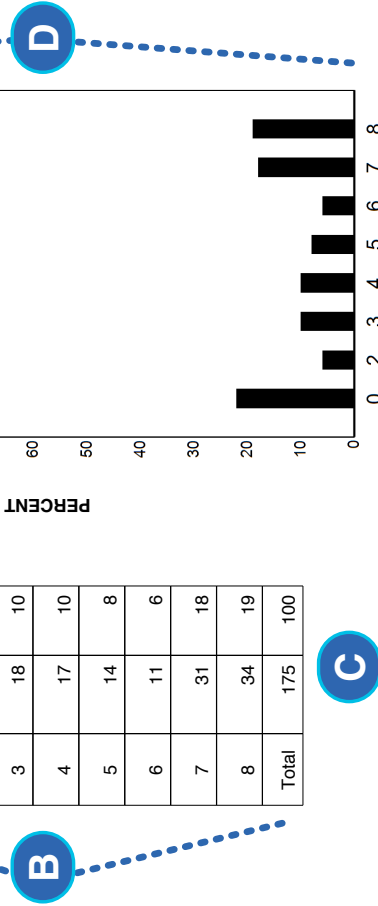
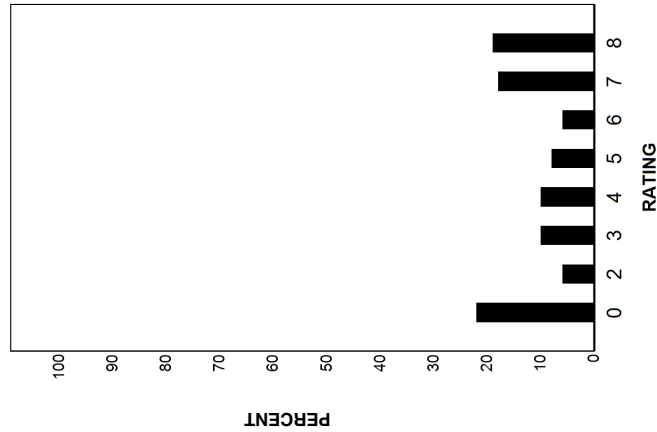
ENGLISH I  
All Students

--- = No Data Reported For Fewer Than Five Students

## Written Composition Rating Summary\*

### Expository Composition

Rating	#	%
0	39	22
2	11	6
3	18	10
4	17	10
5	14	8
6	11	6
7	31	18
8	34	19
Total	175	100



Each composition has been scored independently by two readers. The written composition rating of 0-8 represents the summation of these scores.

\* Results for students who took the test with the Braille, American Sign Language videos accommodation, or the paper STAAR with embedded supports are not included in this report.

**E**

090919-99999999-99999999

## Confidential Images of Essays

Example shown: [STAAR English I Essay](#)

The **Confidential Images of Essays** includes written compositions. Districts might find it helpful to use the Confidential Images of Essays in conjunction with the 2019 released STAAR tests.

**Available:**  
STAAR

### **A. Assessment Information**

The program, content area, and season and year of the assessment scored is indicated.

### **B. Student Identification Information**

The top of the report contains identification information for the student. The student name, date-of-birth, and PEIMS identification is shown. For confidentiality, the student identification number (PEIMS) is indicated by five asterisks followed by the last four digits of the ID number.

### **C. Written Composition Score**

Composition ratings are shown below.

0 = **Nonscorable**

2 = **Very Limited**

3 = **Between Very Limited and Basic**

4 = **Basic**

5 = **Between Basic and Satisfactory**

6 = **Satisfactory**

7 = **Between Satisfactory and Accomplished**

8 = **Accomplished**

#### **Essay**

The essay text from the answer document or online record is shown.

## **Messages**

In place of the essay, a variety of report messages might appear, indicating the student's performance status. Possible messages are listed below. Changes in policy might result in different messages.

- **Not Tested—Absent**  
The student was absent during the assessment
- **Not Scored**  
The student's answer document or online record was coded "OTHER" for reasons such as illness during the assessment and administration irregularities.
- **Not Scored—Previously Achieved Approaches Grade Level**  
The student previously achieved the Approaches Grade Level performance.

Detailed rubric and score point information can be found in the scoring guides on [TEA's Student Assessment Division website](#).

### **D. Document Number and Process Number**

The document number found in the bottom-left corner of the report is a unique number, per administration, that is assigned to the student's record by the testing contractor. Refer to this number if questions arise about the student's results. The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor.

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS  
SPRING 2019  
ENGLISH I - WRITTEN COMPOSITION

A

B

NAME: LASTNAME, FIRSTNAME I.  
DOB: 09/09/99  
PEIMS ID: \*\*\*\*\*9999

Written Composition Score: 4  
4 = Basic

C

A person can choose to be happy. Being happy is not hard. All you have to do is block out negativity, be confident in yourself and always be positive. Happy means being enthusiastic about something.

Happy people not angry, and angry people don't happy. To be happy feels so good. My opinion is yes someone can choose to be happy. When you do great things, and always be successful you should be happy. Many people choose to be angry all the time.

Life is all about choices, people make them everyday. Happy is an awesome feeling. When someone is happy, they don't think about anything negative. If a person chooses to be negative all the time more likely that person isn't happy. This is my opinion on whether a person can choose to be happy or not.

D

# Confidential Student Item Analysis Report

Example shown: [STAAR Algebra I](#)

This report provides detailed student-level results for each course tested. Indicated on this report is the reporting category measured by each test item, which answer choice the student selected for the item, and the correct answer. The information in this report might be useful to students, parents, and teachers for identifying item types students might find difficult and for exploring possible reasons why incorrect answer choices were made. Districts might find it helpful to use the Confidential Student Item Analysis Report in conjunction with the 2019 released STAAR tests.

## A. Student and School Identification Information

The top of the report contains identification information, both for the student (name, identification number, etc.) and the school (district, class group, etc.). For confidentiality, the student identification number (PEIMS) is indicated by five asterisks followed by the last four digits of the ID number. The grade, date of testing, and the report date are also indicated. The date of testing will be the season and year of administration.

## B. Test Results

This section gives the student's scale score and indicates the performance level the student achieved. Refer to [Assessment Scores](#) in the Program Overview for additional information about the STAAR scale scores. The raw score conversion tables for all STAAR administrations can be found on [TEA's Performance Reporting Department website](#). Refer to Performance Standards in the Program Overview for additional information about these standards.

Information about the assessment is provided whenever the student is assessed with something other than the general STAAR assessment. The information is indicated by a single character in parenthesis next to the subject.

Possible messages are listed below. Changes in policy might result in different messages.

### e Online with Embedded Supports

An online assessment with embedded supports was indicated for this subject.

### o Online with No Embedded Supports

An online assessment with no embedded supports was indicated for this subject.

### pe Paper with Embedded Supports

A paper assessment with embedded supports was indicated for this subject.

## C. Item Number

The item number corresponds to the item number of the 2019 released test for that course.



**D. Reporting Category**

The number of the reporting category measured by each test item is listed. An abbreviated listing of reporting categories can be found on the STAAR Report Card. The complete wording of each reporting category for every assessment is found on [TEA's Student Assessment Division website](#).

**E. Correct Answer**

The correct answer choice for each test item is shown.

**F. Student's Answer**

The student's answer choice is shown for each test item. A plus sign (+) in this column indicates that the student selected the correct answer. NR in this column indicates that the student did not answer. For items that are not multiple-choice items, the letter "A" represents the correct answer and the letter "B" represents an incorrect answer. Scores for essay questions are not included; student's scores for these items are available on the STAAR Report Card.

**G. Messages**

In place of item analysis data, a variety of report messages might appear. Possible messages are listed below. Changes in policy might result in different messages.

- **NOT SCORED**  
The student's answer document was coded "OTHER" for reasons such as illness during the assessment and administration.
- **NOT TESTED—ABSENT**  
The student was absent during the assessment.
- **NOT SCORED—PREVIOUSLY ACHIEVED APPROACHES GRADE LEVEL**  
The student previously achieved the Approaches Grade Level performance.
- **NOT SCORED—SUBSTITUTE ASSESSMENT**  
If the student has valid substitute assessment indicated and has not passed the STAAR EOC subject.

**H. Document Number and Process Number**

The document number found in the bottom-left corner of the report is a unique number, per administration, that is assigned to the student's record by the testing contractor. Refer to this number if questions arise about the student's results. The process number in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor.



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Confidential Student Item Analysis Report

### ALGEBRA I

FIRSTNAME I. LASTNAME

Date of Birth: 09/09/99

Student ID (PEIMS): \*\*\*\*\*9999

Local Student ID: 999999999

District: 999-999 DISTRICT NAME

Campus: 999 CAMPUS NAME

Report Date: SUMMER 2019

Date of Testing: SPRING 2019

Grade: 9

A

B

ALGEBRA I			
Scale Score: 5585			
Performance Level: Masters			
Item	Reporting Category	Correct Answer	Student's Answer
1.	3	C	+
2.	1	G	+
3.	2	D	+
4.	5	G	+
5.	4	C	+
6.	1	F	+
7.	4	C	+
8.	3	G	+
9.	1	C	+
10.	3	J	+
11.	1	A	+
12.	2	G	+
13.	3	D	+
14.†	4	A	+
15.	3	A	+
16.	2	H	+
17.	5	B	+
18.	4	H	+
19.	2	A	+
20.†	1	A	+
21.	2	C	+
22.	4	J	+
23.	5	A	+
24.	3	G	+
25.	2	D	+
26.	4	F	+
27.†	2	A	+
28.	1	H	+
29.	4	B	+
30.	3	H	+
31.	1	B	+
32.	3	J	+
33.	5	A	+
34.†	3	A	+
35.	2	B	+
36.	1	F	+
37.	3	C	+
38.	4	G	+
39.	3	D	+
40.	5	F	+
41.	4	C	+
42.†	2	A	+
43.	3	A	+
44.	1	J	+
45.	2	B	+
46.	5	H	+
47.	3	B	+
48.	4	F	+
49.	1	B	+
50.	4	J	+
51.	2	A	+
52.	3	H	NR
53.	1	D	+
54.	2	G	+
C D E F			

G

† = Item is not a multiple-choice item. For this item, the letter "A" represents the correct answer and "B" represents an incorrect answer.  
 + = student answered correctly NR = student did not answer  
 Additional information about this student's performance and a listing of the reporting categories are found on the Confidential Student Report.

Document # 1000-46600

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H

## Item Analysis Summary Report

Example shown: [STAAR Algebra I, Biology and U.S. History](#)

This report shows the item number, the reporting category measured by the item, and the percentage of students selecting each possible answer choice for that test item. This summary report is provided for all students. Districts might find it helpful to use the Item Analysis Summary Report in conjunction with the 2019 released STAAR tests.

**Available:**  
STAAR

### **A. Campus Identification Information**

The top of the report contains identification information for the campus. The course assessed, report date, and assessment date are also indicated.

### **B. Number of Students Tested**

The number of students assessed is provided.

### **C. Item Number**

The item number corresponds to the item number on the test for that course.

### **D. Reporting Category**

The number of the reporting category measured by each test item is listed. An abbreviated listing of reporting categories can be found on the Summary Report. The complete wording of each reporting category for every assessment is found on [TEA's Student Assessment Division website](#).

### **E. Percent Responding**

The percentage of students responding to each answer choice is shown for each test item. The correct answer is indicated by an asterisk. To maintain student confidentiality, no data are reported if fewer than five students were assessed.

### **F. Percent Not Responding**

The percentage of students who did not respond to this item is shown in the column with the double-asterisk heading. To maintain student confidentiality, no data are reported if fewer than five students were assessed.

### **G. Process Number**

The print number in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor.



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS Item Analysis Summary Report

District: 999-999 DISTRICT NAME  
Campus: 999 CAMPUS NAME

Report Date: SUMMER 2019  
Date of Testing: SPRING 2019



ALGEBRA I***							BIOLOGY***							U.S. HISTORY***							
Number of Students Tested: 163							Number of Students Tested: 159							Number of Students Tested: 195							
PERCENT RESPONDING							PERCENT RESPONDING							PERCENT RESPONDING							
ITEM	RC	A/F	B/G	C/H	D/J	**	ITEM	RC	A/F	B/G	C/H	D/J	**	ITEM	RC	A/F	B/G	C/H	D/J	**	
1.	3	1	1	75*	1	21	1.	2	1	63*	3	0	33	1.	4	1	65*	2	0	32	
2.	1	1	74*	3	0	23	2.	1	1	1	1	63*	33	2.	2	60*	2	1	0	37	
3.	2	1	1	1	72*	24	3.	4	1	63*	3	0	33	3.	1	1	1	76*	1	21	
4.	5	1	67*	3	0	29	4.	5	54*	3	1	0	42	4.	4	1	1	1	63*	33	
5.	4	1	1	67*	1	29	5.	4	1	1	60*	1	36	5.	2	1	1	1	59*	38	
6.	1	67*	3	1	0	29	6.	3	1	62*	3	0	34	6.	2	1	57*	2	0	40	
7.	4	1	1	62*	1	35	7.	1	60*	3	1	0	36	7.	1	1	1	1	74*	23	
8.	3	1	70*	3	0	26	8.	2	1	1	1	60*	36	8.	4	1	1	61*	1	35	
9.	1	1	1	61*	1	35	9.	5	52*	3	1	0	44	9.	1	1	1	1	72*	24	
10.	3	1	1	1	65*	31	10.	1	1	1	1	57*	39	10.	4	1	1	59*	1	38	
11.	1	58*	3	1	0	38	11.	3	1	60*	3	0	36	11.	4	56*	2	1	0	41	
12.	2	1	67*	3	0	30	12.	2	1	1	56*	1	40	12.	1	1	1	1	71*	26	
13.	3	1	1	1	60*	36	13.	5	1	1	1	48*	48	13.	3	49*	2	1	0	42	
14.†	4	58*	4	0	0	38	14.	2	52*	3	1	0	44	14.	2	1	1	1	54*	42	
15.	3	53*	3	1	0	43	15.	4	1	1	1	59*	37	15.	4	52*	2	1	0	45	
16.	2	1	1	61*	1	35	16.	2	50*	3	1	0	46	16.	4	1	1	1	49*	48	
17.	5	1	62*	3	0	35	17.	5	1	1	1	44*	52	17.	4	1	1	1	48*	49	
18.	4	1	1	52*	1	44	18.	3	1	1	57*	1	39	18.	1	68*	2	1	0	29	
19.	2	57*	3	1	0	40	19.	1	1	1	1	54*	42	19.	2	1	1	1	53*	44	
20.†	1	52*	4	0	0	45	20.	5	1	39*	3	0	57	20.	4	1	1	1	45*	1	52
21.	2	1	1	50*	1	46	21.	3	52*	3	1	0	44	21.	1	1	1	65*	1	32	
22.	4	1	1	1	45*	51	22.	4	1	1	54*	1	42	22.	1	1	62*	2	0	35	
23.	5	59*	3	1	0	37	23.	3	1	1	1	49*	47	23.	2	51*	2	1	0	46	
24.	3	1	47*	3	0	50	24.	2	46*	3	1	0	50	24.	1	59*	2	1	0	38	
25.	2	1	1	1	43*	53	25.	5	1	1	1	34*	62	25.	3	1	48*	2	0	49	
26.	4	39*	3	1	0	57	26.	1	1	51*	3	0	45	26.	2	1	1	1	48*	1	49
27.†	2	37*	4	0	0	59	27.	5	1	1	27*	1	69	27.	1	1	1	1	55*	42	
28.	1	1	1	43*	1	53	28.	3	42*	3	1	0	54	28.	1	1	1	1	51*	1	46
29.	4	1	32*	3	0	64	29.	2	1	1	43*	1	53	29.	1	49*	2	1	0	48	
30.	3	1	1	40*	1	57	30.	4	1	52*	3	0	44	30.	2	1	1	1	46*	1	51
31.	1	1	38*	3	0	58	31.	3	1	1	38*	1	58	31.	1	1	47*	2	0	50	
32.	3	1	1	1	33*	63	32.	2	1	1	1	39*	57	32.	1	44*	2	1	0	52	
33.	5	52*	3	1	0	44	33.	4	1	1	48*	1	48	33.	4	1	1	1	43*	1	54
34.†	3	28*	4	0	0	69	34.	1	1	45*	3	0	51	34.	3	1	1	1	47*	1	50
35.	2	1	32*	3	0	64	35.	3	1	1	2	33*	62	35.	3	1	1	1	46*	51	
36.	1	32*	3	1	0	64	36.	2	1	1	38*	1	58	36.	3	1	1	44*	1	53	
37.	3	1	1	23*	1	74	37.	1	1	1	42*	1	54	37.	2	1	44*	2	0	53	
38.	4	1	27*	3	0	69	38.	2	1	32*	3	0	64	38.	1	1	41*	2	0	56	
39.	3	1	1	1	19*	77	39.	4	1	1	46*	1	50	39.	1	1	1	1	40*	1	57
40.	5	44*	3	1	0	52	40.	1	1	40*	3	0	56	40.	1	1	1	1	38*	1	59
41.	4	1	1	22*	1	74	41.	5	1	1	1	23*	73	41.	1	37*	2	1	0	60	
42.†	2	27*	4	0	0	69	42.	3	29*	3	1	0	67	42.	4	1	1	1	41*	56	
43.	3	14*	3	1	0	82	43.	1	1	1	1	38*	58	43.	4	39*	2	1	0	58	
44.	1	1	1	1	26*	70	44.	5	1	18*	3	0	78	44.	1	1	1	1	35*	1	61
45.	2	1	22*	3	0	74	45.	4	1	1	1	42*	54	45.	4	1	33*	2	0	64	
46.	5	1	1	38*	1	58	46.	1	1	1	33*	1	63	46.	2	1	42*	2	0	55	
47.	3	1	12*	3	0	84	47.	4	1	38*	3	0	58	47.	3	1	1	41*	1	56	
48.	4	17*	3	1	0	79	48.	1	1	1	28*	1	68	48.	1	1	1	1	34*	62	
49.	1	1	21*	3	0	75	49.	5	1	14*	3	0	82	49.	1	1	33*	2	0	63	
50.	4	1	1	1	12*	84	50.	4	1	1	34*	1	62	50.	2	1	1	39*	1	58	
51.	2	16*	3	1	0	81	51.	3	1	25*	3	0	72	51.	3	1	1	1	38*	59	
52.	3	1	1	9*	1	87	52.	2	1	1	1	28*	68	52.	1	32*	2	1	0	65	
53.	1	1	1	1	16*	80	53.	5	10*	3	1	0	86	53.	1	1	1	22*	1	75	
54.	2	1	12*	3	0	84	54.	4	1	1	30*	1	66	54.	1	1	1	1	20*	77	

## Electronic Individual Student Record File (Confidential)

The **Electronic Individual Student Record File** contains individual data records for each student for whom an answer document or online record was submitted. The student record includes identification and demographic data as well as assessment scores. Reporting-category level data are also included.

## Additional Reports

Standard reports may be requested for rerun. There is a fee for rerun requests that result from a district error, such as a misgridded answer document. There will be NO charge for rerun requests resulting from a contractor error, such as nonreceipt of reports. The following reports are available for rerun:

STAAR Report Card

Confidential Student Label

Confidential Campus Roster—All Students

Confidential Campus Roster—Students Not Achieving Approaches Grade Level

Additional printed copies of student reports are available for download and printing from the Assessment Management System after scoring is complete. Districts can request additional printed copies be sent to them for a fee:

STAAR Report Card (Spring Administration Only)

Confidential Student Label

## About using Alternate Assessments for TAKS, TAAS, and TEAMS

Beginning with the 2017–2018 school year, former TAKS, TAAS, and TEAMS examinees can take the appropriate part of the alternate assessment he or she needs as one way to fulfill testing graduation requirements. More information is available in the Texas Administrative Code at: <https://tea.texas.gov/student.assessment/taks>

## TAKS/TAAS/TEAMS Report Card

The report shows how well you did on the STAAR assessment. Passed means your score met the passing standard on the assessment. Did not Pass means your score did not meet the passing standard on the assessment. You can view your assessment results on your most recent TAKS/TAAS/TEAMS Report Card by logging on to the Student Portal at <https://txparentportal.emetric.net/login?returnUrl=/list>